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"Student Participation," page 550

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Jack of All Trades, Master of One

BOSTON Trade School for Girls, Miss Florence E. Leadbetter, principal, is breaking all records in preparing the older girls for good positions in all sorts of occupations.

The efficiency of these girls as they go out into stores, shops and various commercial and industrial establishments is really wonderful.

One of the exceedingly interesting phases of this preparation of learning for earning is the way that opportunities broaden. There are few establishments in the city that do not give Miss Leadbetter's school an opportunity to fill the positions.

The school broadens its vision of opportunity and responsibility. For instance, one of the most efficient departments of the school devotes itiself to the development of "poise" for grace and attractiveness in appearance as well as for better health and greater physical elasticity.

Many girls are so reconstructed through attention to poise that they would never be suspected of being the same girls who came to the Boston Trade School for Girls.

No one can estimate the difference in the availability of a girl to secure a good position if she has a fine, graceful poise and natural carriage as she approaches a prospective employer.

Observation vs. Opinion

ONE of the most significant suggestions of the season is in the instructions given to students of pre-school children: "Record what you observe rather than your opinion about what you observe."

If that same advice could be followed by all researchers it might rescue that fraternity from the threatened shipwreck of their craft.

Mixing psychology with pen-ology is hazardous.

Harvard University has an anonymous gift of three million dollars with which to Americanize the Oxford-Cambridge plan on the American Cambridge campus.

The Stein Verdict

AN INTERESTING turn in public sentiment. In seven minutes a jury voted "Not guilty" in the case of a teacher who used physical persuasion on an incorrigible youngster.

Sentimentalism has lost its charm. The public is out of patience with bouquets to murderers.

The public has an impression that one reason why so many youth are bandits and burglars is because the rod is spared too much just now.

Here was a case in which the lad appeared to be incorrigible at home, at school, and in the community, and the vice principal who was responsible for the lad had tried everything but the application of the strap, and the lad took the matter to heart, so did his parents, but the jury needed no time for discussion, and voted "Not guilty" with alacrity.

The General Program

THERE is no problem before the National Education Association, winter or summer, that is so serious as the making of a general program.

The idea that this can be solved by allowing the president to pay for talent is idiotic.

It is not new speakers that are needed but new addresses. That which made Frank D. Boynton's Cincinnati address famous was the fact that it was something entirely new in its presentation.

There should be a law that no one should bring to the general program anything that has been said in any state or other local association, or that has been published.

The idea that the National Education Association is a good place for anyone to broadcast old stuff is as tragic as it is comical.

The general program of the Association should be sacred to messages that have the future wholly in mind. Every message should be a new birth in education.

It should be as much of a crime to peddle old ideas as it is to tell antique jokes.

It is probably a mistake to say this, but some one must say it to save the National Education Association from committing hara-kiri.

Pictorial Review Prize

THE award of Five Thousand Dollars to Martha Berry, creator of the Berry Schools, Rome, Georgia, by the Pictorial Review justifies a restatement of the creation of this highly important prize system which is functioning for the fifth year.

The Pictorial Review, six years ago, announced its purpose to create this method of appreciation of distinctive contributions by American women in the world of letters, arts, science, or social science.

The committee of award this year were: Senator Arthur Capper, Walter L. Clark, John Farrar, Mrs. Charlotte Perkins Gilman, Mme. Louise Homer, Clark Howell, Otto H. Kahn, Dr. Henry Goddard Leach, Edwin Markham, Mrs. Henry W. Peabody, James D. Phelan, Mrs. Mary Roberts Rinehart, Mrs. Edith Nourse Rogers, Carl Sandburg, Mrs. John Dickinson Sherman, Miss Ida Tarbell, Augustus O. Thomas, and Miss Mary Woolley.

The previous awards were to: Mrs. Edward MacDowell, for her colony at Peterboro, N.H.; Mrs. Cora Wilson Stewart, for her "Moonlight Schools" in the Southern mountains; Miss Sara Graham-Mulhall, for her fight against the drug traffic, and Miss Eva Le Gallienne, for her work in the Civic Repertory Theatre.

Promoting Valuable Credits

TO REQUIRE academic credits in order to receive additional salary places a responsibility upon the city department of administration which has been difficult of adjustment.

There is no professional problem more perplexing than that of giving credits and promoting salaries on the basis of credits and get as much better work as is paid for.

Superintendent Thomas R. Cole of Seattle and his associates in the administration of city schools are trying to meet the city needs and the teachers' desires at the same time.

The salary schedule is $2,100 for graduates of a two-year Normal course or its equivalent; with three-year Normal course or its equivalent, $2,300; with a Bachelor's degree or its equivalent, $2,500; with a Master's degree or its equivalent, $2,700.

The Seattle plan magnifies the "equivalent" as provided by the professional courses, which will count on the salary schedule on the same basis as regular college, university or extension credits. Each course will count as a one hour (quarter) credit; (ten meetings of sixty minutes are accounted equivalent to the extension requirements of twelve fifty-minute periods). Instructors will report on each member of the class. Eighty per cent. attendance, plus a reasonable requirement in the way of a paper or notes on library reading or book reviews will be the basis for credit.

Sixteen courses are offered and the cost is only two dollars a course, which is ten lectures of one hour each, except in laboratory courses, which will be two hours.

The credits have full university standing. It will be relatively easy for every Seattle teacher to attain maximum salary without sacrificing any salary.

So far as we know this is the first plan as complete as this.

American Public Schools

[*Twelfth Article*]

By A. E. WINSHIP

TWO vital questions which have had to be answered are: "What is intelligence for?" "How must intelligence be measured?"

Too much intelligence is almost as bad as too much cotton in Alabama or too much wheat in the Dakotas.

The measure of intelligence is its market value, just as the price of pork and potatoes is determined by the supply.

Unwittingly there has been an impression that intelligence is to be rated as to quantity regardless of quality.

The only value of intelligence is its market value for use. Intelligence that is not listed on "Exchange" has no reliable market value.

I sometimes loaf in the smoking compartment of a Pullman car when there is no club car on the train, for if there is in the car any one with useless intelligence he is in the smoking compartment expressing an opinion on all subjects with an air of "I know everything." One after another leave as they are bored by this intelligent egotist. I stay until I am alone with him, when I remark: "You evidently are most intelligent," which he readily admits.

I add: "What do you do with your intelligence?"

To which he replies: "Why, I enjoy it."

Almost without exception these men never use their super-intelligence. They just enjoy it, but no one else does.

Intelligence as a personal luxury is not only useless, but it is often a nuisance. Any one who hasn't a business of his own never minds his own business, but meddles with everybody else's business, and these people have often a superabundance of unused intelligence.

Apparently the whole machinery for Intelligence Tests and Measurements will be devoted to a study of intelligence tests and measure of achievements, and instead of finding one's "I. Q." they will discover one's "I.Q.A."

From 1890 to 1910 there was heroic effort made to change this standard, and by the end of the first decade of the twentieth century the change of standard was achieved. The aim was to broaden the range of talent. This was done by minimizing Greek and magnifying physics and chemistry; by minimizing Latin and magnifying biology; by minimizing French and magnifying the industrial arts.

The new standard had as its purpose giving opportunities to many more boys and girls. This led to the great increase in high school enrollment.

Since 1910 there has been a radical change, because there has been an entirely new system of measurements, as significant as would be a change from English weights and measures to the metric system. It has come through intelligence tests and measurements and project methods.

Project methods came as a consequence of intelligence tests and measurements, came as a means of broadening intelligence. The standards had been based on book knowledge chiefly. Intelligence was measured largely from what had not been learned from books.

Children had a much wider range of intelligence as their field of thinking was broadened by their projects.

The standard attained is much like that in 1890 at the end of the first two decades from 1870. Then there was a sharp line drawn between those who had high scholastic attainment and those who were lower in the scale.

Intelligence tests single out those who know without learning and those who cannot know by learning. This is not sarcasm, is not undervaluing intelligence tests and project methods. It is merely preparing an approach to the standard that is being established.

Salesmen of Knowledge

By GLENN FRANK

The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. Science owes its effective ministry as much to the interpretative mind as to the creative mind. The knowledge of mankind is advanced by the investigator, but the investigator is not always the best interpreter of his discoveries. Rarely, in fact, do the genius for exploration and the genius for exposition meet in the same mind. Many negro mammies of the South can make a strawberry shortcake that would tempt the appetite of the gods, but they might cut sorry figures as domestic science lecturers. The interpreter stands between the layman, whose knowledge of all things is indefinite, and the investigator whose knowledge of one thing is authoritative. The investigator advances knowledge. The interpreter advances progress. A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation.

Belding's Page

UNDERTOW

WHERE does the time go—in class, especially? Teachers often ask this, after realizing that they have failed to cover the ground expected in a given period.

Time is apt to disappear rapidly when the teacher has neglected to prepare a careful program or at least to settle upon a definite goal to be reached.

If truth were known, there is a strong undertow in most classes, tending to retard accomplishment. This is particularly the case where lesson assignments have been made and pupils are expecting to be called upon.

It is subtle, this undertow. It comes in the form of some question, nicely devised to sweep the tutorial mind out to sea. The question, sounding so innocent, is purposely designed to make the teacher consume time by talking.

It is a form of flattery, this questioning of the superior intellect. Teachers who love to teach are the easiest victims of this juvenile strategy. They say to themselves: "Ah, here is a child who wants what I have to give. I will be generous and pour forth unsparingly from my store of knowledge."

Teachers are urged to study the child. The child has been studying teachers for a good many generations. And he has learned, for one thing, how to get them to talk so as to save the exposure of an unprepared lesson.

PENALIZING POOR ENGLISH

A HIGH SCHOOL student was heard to remark, recently, that he had passed a chemistry examination without a mistake, but had been marked down on account of errors in English.

The theory that everything a pupil does in school demands expression in clear, grammatical English has much to commend it. Language is a habit. Boys and girls should be encouraged to employ the best English possible in all their written papers. In some subjects, muddled English reveals muddled thinking. But why not be reasonable?

The answer to a problem in chemistry should be judged by the standards of chemistry. The answer to a problem in algebra should be judged by the standards of algebra.

In other words, the infliction of penalties for poor English outside the English department should be done sparingly. The teacher should not lose sight of the fact that every pupil needs the stimulus which comes from acknowledgment of his success in any line. What chemistry instructor can be so little interested in that subject as to discourage a pupil who excels in it, by marking him off for poor English?

Language is a stumbling block to many otherwise brilliant students. How essentially unfair to let this difficulty cast a shadow over really superior work in other fields!

NO SURPLUS OF GOOD TEACHERS

AT SOME points in the United States a surplus of teachers was reported. At first glance this might be taken to indicate that the increase of salary levels since the war had resulted in attracting too many people into the profession. This is probably not the case, in any wide or general sense.

If the higher salaries offered are drawing a better grade of personnel into the classrooms of the nation, that is much to the good. A surplus in actual numbers there may be, but in genuine qualifications for the work of teaching—the dearth is still considerable.

The important thing now is to see that selections are made upon the basis of fitness, not for political or other reasons.

It would be an unpardonable thing for educational authorities to refuse the services of thoroughly prepared men and women, eager to teach, and equipped with the needful background of character and intellectuality.

No surplus of good teachers is to be expected for many a year. But appearances will be deceiving if the good teachers are not quickly absorbed into positions as these open.

CRIES OF "PROPAGANDA!"

EFFORTS to keep the schools from propaganda are laudable. But can it be done? Propaganda is simply the result of a determination, somewhere, to put across some idea. The idea may be both excellent and important. It may be excellent without being important. It may be vicious. Educators must learn to discriminate and not to brand everything which looks like propaganda as an unholy attempt to thwart the cause of truth.

The time of schools is crowded and precious. Not every good cause can be accommodated without injustice to the boys and girls. The wise schoolman stands sentinel constantly against those who seek to invade the schoolroom with irrelevant matter. Occasionally he must bar offerings of intrinsic merit because no more time can be spared.

It would be heavenly to have all these gift-bearers, most of them selfish rather than altruistic in their motives, automatically disposed of before they come clamoring for admittance. But the millennium isn't here yet.

Anson W. Belding

Associate Editor.

Continuing Normal Schools Discussion

RALPH C. JENKINS
Principal, State Normal School, Johnson, Vermont

"YES" for students who are to teach in the upper grades, and "No" for those who are to teach primary subjects. As a new comer into the field of teacher training after ten years' experience as a school superintendent, I am naturally thinking in terms of the teacher in service rather than the student in the Normal School. Primary teachers need a great deal of method in reading, number, social studies, and activities. On the other hand an elaborate methodology for junior high school English, mathematics, history, geography, is unnecessary. A mind empty of historical and geographical facts and relationships cannot "cover up" by any "method" ever devised.

A. W. BURR
Beloit College, Beloit, Wisconsin

I AM NOT in close enough touch with Normal Schools and with the work of the teachers they give our schools to say whether they are, or are not, today putting too much stress upon their methods and too little upon the teacher's personal adaptation of subject taught to the learner and to the purposes of the school.

I do know that, in my fifty years of teaching, method after method has had its day in our schools at the behest of one educator after another to the bewilderment of teachers, the confusion of patrons, and loss to the taught.

I do know, too, that there are multitudes of teachers who give little thought to the ways of their teaching, who teach as they were taught in Normal School or out of it, are content to do so, and even resist any effort to change any of their ways.

Why is this so? It is because teachers and educators have not first asked with any new method: "What is teaching?" "What is it for?"; because many today are concerned with knowing what they teach and with their scholastic degrees, and not with how they teach; because some think more of what they get by teaching than of what they can give by it; and because there are some who seem to think that teaching is how they do it, and to their methods they fit what they teach and whom they teach. Certainly Normal Schools and Teacher Colleges have not produced all of this last class of teachers.

If we can say: *Teaching is a teacher and a class each finding out what the other knows about a lesson, and both knowing more in their finding,* then methods of teaching are ways of the teacher's finding what the class knows, and the class finding what the teacher knows. It is not enough that the teacher asks and the class only recites the lesson. It is not enough that the class only listens while the teacher talks. Nor is it enough that the teacher has only one way of finding when there are a half-dozen ways, "cue words" for answers of "repetition," or "in other words," "cue thoughts," "mental pictures," "uses," "class relation," all revealing the learner's knowledge.

Nor is it enough that the class tells the teacher what they know in one or all of the half-dozen ways. The class is with the teacher to know what he knows, and that end needs also its ways of finding by the class.

We have method after method in our schools, by the critical called fads, because someone sees it from some one way, exploits it, and teachers and schools fall in, do that, until some one brings on another. So "uses" gave us the "project method" for a time. Then the teacher was sidetracked for a while with the "socialized recitation," pupils finding what each other knows, or it is the teacher finding what the class knows only by the use of pen or pencil, and we have the "contract method."

So long as teachers, Normal Schools, and Teachers Colleges do not first find out what teaching is and what it is for, and make the answer the foundation of their preparing and training of teachers, their teachers and the schools will keep on heeding this man's "Lo, here is the method," and that man's "Lo, this is the way." The part distracts, becomes all, because the whole is not seen. The whole of what teaching is gives teachers and schools direction and a range of adaptation of method that is freedom and growth for the teacher and for the school.

CHARLES RUSSELL
Principal, State Normal School, Westfield

MORE effectual attempts are being made in Normal School courses to deepen and broaden the content and background of the work. At the same time more effectual attempts are made to develop within the student the technics for teaching the children who use that subject matter. It is, therefore, clear that whether overstressed or not Normal School instructors do not regard method as a separate entity, but rather as part and parcel of the means by which the best use can be made of the materials of instruction.

The real question then becomes, where, on the one hand, there can be less stress in method as such, and where, on the other hand, greater efforts should be applied.

A most practical demonstration which has revealed some facts in this connection has come through the Westfield Conference for Young Teachers.* In this conference the senior students of the school replace the graduates of the year before, and the graduates, after six or seven months of teaching, are thus freed to return to the Normal School. There are three days of conferences on the problems which have arisen with these young teachers during their first year of teaching. The conferences centre on questions which are brought up by the graduates themselves and are discussed by them under the guidance of competent public school leaders, members of the faculties of the Normal and Normal Training Schools, and others.

Although any conclusions as a result of these conferences must be tentative, since only two have been held, the following facts may bear some relation to the problem under discussion.

A classification has been made of the questions raised by these young teachers for use in the conference of 1928. The following table shows the number of questions asked by the teachers as classified under the headings given: Spelling, 1; art, 2; nature study, 3; penmanship, 3; literature, 3; music, 4; physical education, 4; language, 5; social study, 8; discipline, 8; need of materials, 8; arithmetic, 9; retarded children, 15; reading, 16.

An examination of the specific questions † seems to show that the real difficulty lies not so much with over-stress on method in the Normal School courses as perhaps in a lack of stress on methods of dealing with the individualism that is now so much advocated by the courses in psychology, technic of teaching, principles of education and the like. When more than half of the questions raised by these young teachers deal with their difficulties in the teaching of the social studies, arithmetic, reading, and in dealing with deficient or retarded children, the indication is that there is somewhere in the curriculum an under stress on the means and methods of translating the philosophy they are taught in Normal School into action in the classroom.

At Westfield the recent extension of the two-year course to a three-year course is not only concerned with giving greater backgrounds of information and content in professionalized subject matter courses, but it is also concerned in developing practices which will aid the students towards a better and more practical interpretation and translation of the new ways of working with individuals in groups. What is being accomplished is a revision of the stress on method to coincide with modern professional needs, rather than to substitute the merely informational training for teaching in vogue in the pre-normal school era of a century ago.

* Reported in the Teachers College Record, December, 1927.

† Given in full in The Elementary School Journal, October, 1928, pp. 83-86.

By JOHN L. ALGER
Rhode Island College of Education, Providence

IN THE past the Normal Schools certainly overstressed method. This was at first a necessity if these schools were to render the greatest service in the shortest time. The six-weeks courses of the early schools brought needed help and inspiration to large numbers of young teachers. It has taken many years to develop the present courses of three and four years in length, and to create a demand for highly skilled and broadly educated teachers. Growth has been based upon tradition as well as upon demonstrated needs, but it has been no slower than the development of the modern courses in the colleges of art.

Today the statement that we are to teach children rather than subjects is already too well understood and appreciated to need further emphasis here. There are now no courses in specific methods, but there are fundamental principles to be studied. This means that these principles must be observed in operation, must be discussed in class, and must be tested in actual teaching by the student. Instead of trying to make the developing teacher follow exactly in the footsteps of his mentor, the aim of today is to aid the student to find the best possible methods, and to seek continually for better ones. Each student must prove to himself as well as to his sponsors that he can teach and govern children successfully and happily.

There is also abundant need for a broader and richer education for the young teacher. Longer courses are a necessity. "To interpret the world as a whole to the pupil of today, preparation must be extended," was the conclusion of Commissioner Meredith, of Connecticut, in his discussion of the length of the Normal School course.

Rhode Island insists that with these longer courses there must also be some vital contact with the work of the children during every term. This begins with a general orientation, followed by discussion, observation, demonstration, participation, and a full half-year as a real teacher in the public schools, under the careful direction of a competent critic. Following this, during the fourth year, two periods a week are given to special practice. This may mean practice in a chosen field, or in the conduct of a selected project. This gives an opportunity for substantial growth, and it keeps the student always in an atmosphere of teaching. Whether the position to be held in later years is in the kindergarten or in the college, this constant growth in knowledge of teaching and in power to teach is at least as important as is the ever-widening horizon of knowledge of the world and its people, but it is not to be gained through courses in methods.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

IX.—THE NEW INDIVIDUALITY—COMMON INHERITANCE

UNCONSCIOUSLY educators seem to have fallen into an error of over-standardization; and thus because of the superficiality involved, have seemed to lead us far astray from the path of a rational philosophy of education. Three of these false assumptions will be considered: First, the theory of the uncommon nature of genius; second, the theory of the adequacy of vocational guidance; third, the theory of the significance of the intelligence tests.

Genius Over-stressed.—It would seem that the schools have over-played the idea of the rarity of what we call genius. They have found it in only the few, whereas it appears in some form as a characteristic of the masses. Perhaps it will help us to understand the situation if we may be reminded of how the general theory of education has crept forward to new standards. Even here in this comparatively young American nation there was a time when education was considered necessary only for certain very learned classes, chiefly the ministry. Indeed, historically, what we know as the school is an outgrowth of the church. So in turn education was for the ministry; later it was considered fitting for only the so-called learned professions—ministry, medicine, law and teaching. And the professionals thus served were all men. Still later it was decided to test girls as pupils in the public schools; and they proved to be capable of learning. However, nearly two centuries after the first colony landed in America, it was generally believed that the education of girls and women was unnecessary and impracticable.

Step by step the accepted philosophy of education in this country has become more inclusive. After generations of propaganda we have succeeded in establishing and carrying out the theory of a universal public school system. The next step was the theory of a universally enforced school attendance. Finally, we have made marked headway toward universal literacy and universal college attendance on the part of those of college grade.

But, what it was intended to bring out of the foregoing discussion is the point that we doubtless still proceed under a good many false theories and attempt to carry on educationally under many irrational assumptions. The idea of the very restricted and limited nature of genius is one of these. The contradictory idea, namely, that practically all ordinary children possess inherently some form of ability approximating genius, is the one here to be advanced. For illustration, public school work is classified roughly under the four great traditional heads, language, mathematics, history, and science. Within these limited classifications we have marked sharply special aptitudes on the part of a few students, and we have been inclined to award this with the merit of genius. At the same time we have failed to look outside of these four old standard disciplines for manifestations of educational types of genius ability.

Here for example is a seventeen-year-old youth in regular attendance at the high school, and making very common or mediocre grades in all of the four traditional classifications. Through an incident the discovery is made that he is practically a genius in connection with his appointed work on the farm, at his home a few miles out. Let us say that he has succeeded in promoting a new and valuable type of plant breeding, which may in time greatly add to the productiveness and value of farm lands. His work shall rank with that of the ablest book learners, or let us consider the very supposable instance of a young woman who is making not above ordinary grades in the standard high school classes, but who has displayed unusual merit as a teacher and caretaker of little children in the home.

Now, if we should extend the situation sufficiently, it would be practicable to include enough types of experience and employment to reveal an approximate genius of some kind in every common boy and girl. One may be a genius in mathematics, another a genius in managing a farm; one may be a genius in language, another a genius in planning a building; one may be a genius in history, another a genius in preparing a meal; one may be a genius in science, another a genius in selling.

So, every ordinary child may be found to possess at least one talent which lacks but little, if any, of being worthy of classification as genius. And one of the new problems of education would seem to be to extend the idea of hidden genius to the point that adaptations may be found requisite for its discovery as a general race quality.

It is true that there are a very few rare souls whose lives are entirely dominated by one and only one interest—such as the child prodigy who proves to be a great musician during the first few years of his life. Extreme genius of this type is indeed rare, and perhaps may be classified as a form of insanity. But the thing which we usually speak of popularly as genius is a form of extreme ability discovered and brought into practice in

connection with the incidents of education. It is this more popular class of genius which many of us believe to be discoverable as an inheritance of practicably all ordinary children; and it is a reflection upon our schools and our present philosophy of education that so much of this native ability remains obscure and unawakened.

Vocational Guidance.—The second manifestation of a tendency to over-standardize, and an overamount of mechanical instruction may be noticed in connection with our present-day methods of so-called vocational guidance. We are attempting to guide youths into the various vocations without first having given them any considerable first-hand knowledge of what there really is for them in the various lines of business and occupation. It is somewhat analogous to expecting a child to play ably on the piano after he has studied carefully a book of theory on the subject of piano-playing. Modern youths have practically no opportunity to acquire even a taste of the important industrial and professional occupations which are engaging the common adult masses. Yet we call them into the schoolroom, require them to close their eyes and make a choice as to the "best" life calling. Without experience to guide, it is all a guess.

At this point an acceptable philosophy of education must make a new provision; namely, that during the years of adolescence and youth all ordinary young people shall enjoy a brief experience of participation in the great trunk-line employments which engage the common population: (1) Soil culture; (2) manufacturing; (3) transportation; (4) selling.

Provide that every child shall have at least his tiny plot of ground, and that he shall here plant and water, tend and harvest, in the exercise of soil culture and in the capacity of an amateur producer of food. Have this work done carefully, systematically and in a progressive series of events for the sake of character culture rather than the sake of food production. One of the traditional errors of juvenile industry in this country has always been the assumption that work is something which is unpleasant, degrading, but necessary, in order that we might live. Under that assumption children and youths have been taught to avoid work as much as possible, and to regard it as an affair of honor to be privileged to reach maturity without having to engage in it. But rightly understood, work is cultural, health giving, inspirational, and one of the great essentials of a sound education. What the country needs for the entire school system is a complete and graded program of industry practice, suited to the various ages and grades of children, and intended to give both culture and experience. Thus soil culture can be made to include soul culture.

Intelligence Testing.—It would seem that the period of intelligence testing has practically completed its course. From the first to the last it seems to have been based on a false assumption and fictitious principles. The ordinary normal child is so richly stored with latent abilities and achievements that to test for intelligence seems an offence to the wonderful resourcefulness of ordinary human nature. Why not test the sunbeam, the dewdrop or the deep blue of the sky for their beauty? Or, since the inherent nature of the child is so rich and inexhaustible in its hidden work and beauty, why bother testing for these? Why not occupy the time looking for modes of expression of the latent glories of childhood?

The fictitious principles involved in the intelligence testing are these: First, the idea that you can find something in the mind that has not been put there by experience; second, the idea that a poor showing or a low grade in the tests in any sense is a reflection upon the inherent ability of the child; third, the idea that the learning act is general, whereas it is always particular. It may select one item and leave another one close by entirely unnoticed.

In short, only what has gone into the mind of the child through his personal experience, and only in the form in which that experience was registered, will be given back in the case of any intelligence testing. At best, the system of testing amounts to nothing more than an attempt to discover what the child has acquired through experience, and what he has failed to acquire. The result of the testing contributes practically nothing as to the native ability or the possible future of the child, and reflects nothing adverse as to his inheritance. In the hands of mere mechanics and research specialists the practice of intelligence testing will probably do far more harm than good. This practice has certainly misled many parents, giving them a false opinion of the intelligence of their own children, and disturbing them with many fears and anxieties as to their children's future. For example, the intelligence test is submitted to two children of the same age and school grade, one of them being the alert type of mentality, and the other the reflective type. The results of the test show the first one to have made a very commendable showing, and the second one a very poor showing. Now, reverse the situation, changing your tests to constitute an inquiry into the reflective type of mentality, and the ranking position of the two is transposed. So we find it.

No system of intelligence testing has yet been provided that deals alike and fair with all the different types of mentality.

To conclude the matter, it is the assumption of this entire discussion that some type of approximate genius may be found hidden somewhere within the nature of every common child; that for the child to be merely normal in his behavior is a guarantee of such a quality; that the ordinary

inheritance of human nature is stored with an inexhaustible supply of potential abilities and achievements; that no ordinary human career is adequate as to time and opportunity for exhausting this supply; that in order to individualize the child he must at the same time be generalized, or led step by step through the great human and humanizing experiences of the common racial behavior; that finally, the new individuality, as here defined, requires a search for some kind of latent genius in every common child, and for giving this peculiar talent its outlet in the basis of the great four-department racial experience acquired personally, as explained above.

What Reaction Jazz?

By HERMAN F. SMITH
Director of Public School Music, Milwaukee, Wis.

THE original introduction of the word "jazz" into our every-day vernacular came in its application to the sounds as given forth by certain types of instrumental music ensembles and was unfortunately attached to the name of one of the great arts, music. The term "jazz-music" is a misnomer. Music implies a pleasing balance of rhythm, melody and harmony, but to eliminate two out of the three elements and leave only the rhythm as is done in the so-called jazz music while still miscalling the product music is about as inconsistent as to take the hydrogen out of the formula H_2O and call the remaining component water. Recent and broader applications of the term "jazz," however, are tending to relieve the stigma attached to music through this association and including all of the somewhat irregular actions of society irritating to the conservative mind. There is jazz in politics, in art, in dress, in music, in dancing, in law enforcement, in education, in religion; in fact, every line of human endeavor has phases that stand out in the public eye as a bit "jazzy."

Educators are asked: "Is there an antidote for jazz?" The term antidote indicates that we consider jazz a poison and need something to counteract its effect. Is not the recent cry of the educator for free expression responsible in a way for the poison in our system? We encourage the individual to express himself freely, and we believe in his continuing with that expression until he discovers for himself its fallacy. It is not considered good pedagogy to say to the youth "thou shalt not," as it would dampen his ardor or tend to create a negative complex. Consequently society must try out fads and fancies. There must not be laws that will interfere with personal liberties; there must be the so-called jazz music as a medium for physical effervescence; there must be fashions that show daring and originality; the proper attitude toward the conservative must be a bit cynical so as to convey broad-mindedness; there must be fault found with our government and criticism of public officials in order that freedom of thought may be indicated. So it seems that if we are really searching for an antidote for jazz we could begin the corrective process by a closer guidance of the thought of our youth, creating in their minds a higher respect for the laws of society whether they be legal, moral or spiritual.

But cannot this sign of unrest which we are trying to condemn be interpreted as growing pains? May not this poison of jazz which seems to be circulating through the veins of society be considered merely a serum which will prove a great immunizer against the disease of national self-complacency?

The Land of Beginning Again

By LOUISA FLETCHER TARKINGTON

I wish that there were some wonderful place
  Called the Land of Beginning Again,
Where all our mistakes and all our heartaches
And all of our poor, selfish grief
Could be dropped like a shabby old coat at the door
  And never be put on again.

I wish we could come on it all unaware,
  Like a hunter who finds a lost trail;
And I wish that the one whom our blindness had done
The greatest injustice of all
Could be at the gates, like an old friend that waits
  For the comrade he's gladdest to hail.

We would find all the things we intended to do
  But forgot, and remembered too late,
Little praises unspoken, little promises broken
And all of the thousand and one
Little duties neglected that might have perfected
  The day for one less fortunate.

It wouldn't be possible not to be kind
  In the Land of Beginning Again;
And the ones we misjudge and the ones whom we grudged
Their moments of victory here,
Would find in the grasp of our loving handclasp
  More than penitent lips could explain.

For what had been hardest we'd know had been best,
  And what had seemed loss would be gain;
For there isn't a sting that will not take wing
When we've faced it and laughed it away;
And I think that the laughter is most what we're after
  In the Land of Beginning Again!

—Selected.

Fraternities and Sororities

By ARTHUR DEAN

"It won't take much jack, father, for me to join the Subra Multo Pluts. And besides they are a swell bunch of high school fellows, just the sort you know that I ought to be in with. Their dads have got the dough and mother wants me to get into the high-hat crowd."

"Well, son, if you get half the kick out of this high school fraternity that I did out of the grand old college frat, the Sumpta Stigma Slots, you will have a good time and make some great pals. Here's ten dollars for a start and more when you need it."

But Dean Thomas A. Clark, of the University of Illinois, has another slant on the high school fraternities. He says: "If I had a boy I should be sorry if he became a member of such an organization. I have seldom known a high school fraternity which did not stir up trouble. The exclusiveness of it arouses envy in the minds of those who are not invited to join. It develops cliques and factions, and breaks down rather than strengthens high school spirit. It makes a boy arrogant and something of a cad. For all these reasons I believe the high school fraternity is in a majority of cases not the healthiest and best medium for the social activities of the high school boy. It develops social selfishness, its members are likely to over-estimate their own social importance, it encourages extravagance in money matters and a contempt for others who are outside of this social aristocracy."

Dean Clark is the author of an excellent little book called "The High School Boy and His Problems," and it would be very enlightening if every high school teacher and principal would read this book. More than eighty per cent. of the emotional and social trouble in the high school would disappear if all concerned with high school boys and girls knew more about the affairs affecting the lives of young people of this age. I propose that out of the football receipts each teacher in your school be presented with a copy of Dean Clark's book for Christmas.

Some school boards forbid school fraternities. They pass the resolutions, print the rule, and then proceed to forget it. Other school boards threaten to suspend any boy or girl who belongs to a fraternity or a sorority. But lots of these resolutions and regulations have about the same force and authority as the ostrich when he sticks his head in the sand and says: "I have made the sun disappear."

Now I know that a great many boys and girls are just itching to sail into Dean Clark. They are saying that we, old and young, are all gregarious people and that young people, no less than men and women, need to be members of some organization, that their club is not disgraceful and that it is doing them a world of good.

I agree that the gregarious spirit of youth is a real and present force. And if school and home folks do not do something to enable young people to satisfy this "get-togetherness" which runs through all of us, then we are all paving the way for the very thing which Dean Clark so forcibly condemns.

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Dr. Seerley's Great Achievement

By A. E. WINSHIP

DR. HOMER H. SEERLEY'S biographical value is his achievement at Cedar Falls. His inheritance, his university attainments, his fraternal associations, his religious, social and civic activities have their significance in their use by him at the Cedar Falls Teachers College in the last forty-two years.

No professional life is a unit, and no record of a man in leadership in a great institution can be treated as though it had been unaffected by seasons of inflation and deflation civically and socially, financially and politically. No one is as much swayed professionally by flood tide and ebb tide in public sentiment as is any one and every one who is dependent upon the good opinion of those whose votes and taxes are vital to success.

For convenience we group the achievements of Dr. Seerley by decades, 1886 to 1895, 1896 to 1905, 1906 to 1915, 1916 to 1926.

Dr. Seerley assumed responsibility for the creation of a state educational institution at a time when Iowa was ardently religious and heroically idealistic. There were sixteen colleges affiliated with church organizations and only two state dominated colleges, and neither of these had weathered the opposition of the church colleges sufficiently to stabilize the non-church-education idea.

The real problem of Cedar Falls was to eliminate opposition from the church people. Fortunately Dr. Seerley was instinctively religious and devoutly reverent, and from the first there was a religious atmosphere in the school and in the community. He never apologized for exhorting the students to have a stabilized faith.

This phase of Dr. Seerley's life fitted inspirationally into the spirit of Iowa. He stood four-square for unwavering religious faith and uncompromising regulation of life as a fruit of religious devotion. This avoided local friction and escaped anxiety over discipline. This was a wonderful administrative achievement of the decade which ended in 1895, and the consistent loyalty, without friction in the faculty, with the students or of the community, has characterized the Cedar Falls School for the forty-two years of Dr. Seerley's administration. It was an achievement with staying qualities.

One of the outstanding elements in Dr. Seerley's personality is the fact that every achievement is for all time, and he has never wasted time being proud of any achievement, but at once has proceeded to attain a new achievement plateau.

The second decade, 1896 to 1905, demonstrated Dr. Seerley's masterful salesmanship.

Educational progress, in a state where public sentiment is indispensable to success, requires two characteristics that have never been adequately distinguished or emphasized. One is educational statesmanship, and the other is educational salesmanship.

Unsold statesmanship is as bad as unharvested fruit. It breeds mischief. Salesmanship that unloads worthless ideas upon the public is a calamity. Anything ripened and harvested should be sold promptly.

When everything was quiet among the colleges and there was no anxiety about the religious faith or personal conduct of students, Dr. Seerley turned from salesmanship to statesmanship. Few persons think of Dr. Seerley as ardently scholastic. Ten years before he was selected for the principalship of the State Teachers College Homer H. Seerley was owning and reading better professional literature than many professional leaders of today have ever owned or read. Before he was thirty years of age, while superintendent of city schools, he was faithfully reading the best writings of the best American schoolmen. He was one of the best buyers of professional literature in Iowa and he read with care and remembered tenaciously what he read.

As soon as he had sold himself and his school to the public he proceeded to transform the Cedar Falls State Normal School into a State Teachers College. Only two of the State Normal Schools aspired to doing college work when Dr. Seerley initiated such scholarly courses at Cedar Falls and attracted young men and women to the institution for earnest academic work. Early in the twentieth century he was having scholastic work at Cedar Falls. It was the result of educational statesmanship of which Dr. Seerley has demontrated rare masterfulness.

This professional vision jeopardized the result of his wonderful salesmanship of the previous decade. The salesmanship inflation which culminated in 1895 was alarmingly deflated when he sought to market the fruit of his statesmanship early in the twentieth century.

Church colleges were inclined to rave when they saw the Cedar Falls School plan to prepare teachers for high schools, and the State University and the State College were quite exasperated at the idea of the State Normal School proposing to take rank with them as a college.

There has never been anywhere in this country a greater demand for professional salesmanship than was faced by Dr. Seerley as he entered upon his third decade at Cedar Falls, and there has been no better demonstration of the high art of professional salesmanship than in Iowa in the

third decade of the Cedar Falls institution.

Without writing a paragraph, without once appearing at a Legislative hearing, without going upon the floor of the Senate or House of Representatives for a moment in the critical session of the Legislature when apparently everything was set for the deflation of all that his statesmanship had so masterfully inflated the professional creation of the second decade of Dr. Seerley's miraculous salesmanship quietly, naturally, unpretentiously placed his idealistic scholastic teacher-training plan so solidly in the heart and life of Iowa that it has never felt the faintest quiver of disturbance during the threatening earthquakes of recent years. He could depend upon the rugged, vitalized educational public sentiment of his creation to render the flu-like epidemic harmless. The magic of Dr. Seerley's salesmanship is the fact that his statesmanship always provided something that sells itself.

In the fourth decade Dr. Seerley was again free to demonstrate statesmanship, which he did in a most unusual way by making the State Teachers College of Cedar Falls function marvelously, officially and atmospherically, professionally and scholastically, in every section of the state every year and in every city once in five years.

His noble statesmanship and brilliant salesmanship produced four unprecedented decades of professional achievement, but it was for Iowa's Governors, legislative leaders of all political hues, tints, and shades to achieve the greatest demonstration of appreciation of an educational leader that is on record.

Student Participation

By J. O. JOHNSON
Principal, Stillwater, Minnesota

ONE of the general aims recognized in education is citizenship training. This aim implies that we are attempting to prepare pupils for actual participation in civic activities. It implies that we are attempting to give pupils ideas of social co-operation, attempting to develop knowledge, habits, and ideals which will enable the pupil to play his part as a social unit in the various group activities existing in society.

How may we develop pupils in high school to take care of such responsibilities? This development may be brought about through classroom work, school government participation, and extra-curriculum activities.

Many classrooms are so organized as to give pupils training in citizenship. Such training is made possible by organizing classrooms into makeshift governing units where pupils have opportunities for leadership, where classroom projects provide desires for co-operation, etc. It must be remembered that if we are actually to teach citizenship in the classrooms, we must practice citizenship in the classrooms. We must provide opportunities for practice. We admit that one must *practice grammar and arithmetic* and not only talk about it. But many of our teachers seemingly assume that pupils can acquire citizenship abilities by simply talking about parliamentary rights and duties. It is an easy way to spend time. Such a classroom procedure can scarcely be called citizenship training.

We may therefore expect a great deal from properly organized classroom procedure in developing the qualities of leadership such as responsibility, school pride, respect for order, initiative, etc. The classroom is not enough, however. Some form of student government or student participation should be provided if we are to expect the best possible training. A student participation plan will provide real actual practice, will develop leadership, initiative, pride, and character.

And why should not a student participation plan be possible? It is evident that we expect the average American boy and girl to have at the age of twenty-one, ideals and habits of citizenship which will make them good citizens. They are given the ballot, permitted to hold office at that time and generally found using these privileges properly. If it is true that we find our citizens having such habits at twenty-one, why cannot we expect such citizens to have the same habits at twenty, at eighteen years, sixteen years or younger? These ages would bring them down into our secondary schools.

Therefore, it is logical to assume that our pupils have power and abilities which will make them regular citizens with powers of discrimination, etc., in the community to which they belong—the high school—if we allow such powers to function. Are we recognizing these abilities? Are we giving our pupils opportunities to excel in these powers, to develop these habits? Such opportunities for practice are provided by a student government plan. Some educators might feel that these powers will be abused. Possibly, to begin with, these opportunities may be abused, but training will remove abuse. Let us not forget that such powers are not abused at twenty-one years.

All unsuccessful efforts or failure in self-government or student participation are due to one or several of the following reasons:—

1. A very elaborate machine of self-government has been provided without first *properly* preparing the pupils. A good system of pupil government

needs several years to perfect; every step must be taken gradually.

2. The existence of too great confidence in self-government. The teachers and principal give up all attempts to control. Pupils, of course, cannot carry such responsibilities without training.

3. The unsympathetic attitude of the faculty. Teachers and principal are oftentimes indifferent. Co-operation is very essential between faculty and students.

4. Autocratic faculty with military discipline. There is too much formal class procedure which will destroy any good qualities brought out through self-government. We are not preparing students for self-government under autocratic rule.

The purpose of this paper is to *outline* a workable plan which will take care of the first item above, which is possibly one of the most frequent reasons for student participation failure.

1. *Have a Definite Goal.*—Let it be clearly understood at the very beginning that it is far too much to expect to develop any system of student participation in a year or two in most schools. The foundation must be carefully built up.

It is essential to have a plan which is viewing at all times the *ultimate goal* of the project. Any administrator attempting a plan of student participation will meet disappointments many times during the first few years of the plan's operation. This is to be expected. Do not be discouraged.

2. *Have a Unit.*—It is necessary to have some unit as a basis for a student participation plan. This unit may be any period during the school day. It has been called various names, such as home rule, advisory group, etc. Much of the preliminary work and most of the work of the student participation plan will be taken care of in these units.

3. *Teach Parliamentary Law.*—It is very essential that the pupils have some idea of parliamentary procedure and parliamentary law before attempting any student government plan. This training can be given in the advisory group. There are several excellent textbooks on parliamentary law available. The pupils and teachers should be provided with mimeographed outlines of the textbooks. Have pupils act as temporary officers, president, vice-president, secretary, treasurer, etc. Have the pupils put through motions, take care of duties of officers, etc. Unless the pupils realize the responsibility of officer leadership in the group, any participation plan is not likely to have much success. Regular advisory group officers may be elected for terms of four weeks. This election plan will give every one of the members of the advisory group an opportunity to serve as an officer.

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An *entire semester* could easily be spent developing knowledge of parliamentary law and respect for parliamentary authority.

4. *Teach Recognition of Leadership.*—The next trait which must be developed is that of recognition of leadership. Pupils must be taught that the rowdy boy or the daring girl is not necessarily a leader. Scholarship, interest in school activities, respect of fellow citizens, all make for leadership. There are very excellent self-analysis tests on the market. The Iowa plan of self-analysis is an excellent one. If such a test is given in the proper spirit, the pupils will learn the many traits existing in character and look for these traits in others.

Later on experience will teach the pupil that poor results follow inefficient leadership. A *semester* is not too much time to spend on the study of character. We have so far used up a minimum of one school year.

5. *Teach Value of Pupil Co-operation.*—During the second year the terms of home group officers may be extended to possibly six or eight weeks. Have each home group elect a representative to serve on a student council. Give this council few or no powers. The council would merely make suggestions. Have it meet from time to time and discuss such topics as sportsmanship, school spirit, etc., discussion where failure to follow decision of the council will not necessarily injure the school. If the elections are held every six weeks there would be in a thirty-six weeks' term six different student councils. Let each of these student councils have for its project the drawing up of a constitution. This constitution could be copied from some school after a visit to the school, or could be drawn up after deliberation by committees, etc. Such a procedure would give us six constitutions, possibly each one very different from the other. *This would conclude the work of the second year.*

In two years we have trained the students to observe and appreciate parliamentary law, to recognize leadership and character, to recognize the value of co-operation in developing school spirit at games, etc., have created an interest in various forms of student government existing or which could exist as typified by the various constitutions.

6. *Begin the Active Plan the Third Year.*—During the third year extend the term of office in advisory groups to one semester. Choose the student representative according to platform principles. The main plank in the platform would be a preference for one or the other of the model constitutions prepared the year before. After student council election the third year have the student council draw up a permanent constitution. If the elections have been conducted properly each pupil has had a chance to express a preference for one or the other of the constitutions. The constitution adopted by the student council will therefore be the constitution adopted by the student body. It is immaterial what the constitution contains with the exception of two clauses. These are: It must be clearly understood (a) that the student council possesses only such powers as are delegated to it by the principal. (b) It certainly does not possess powers which the principal does not possess. A clear understanding of this at the very beginning will eliminate all danger of student council deciding school hours, texts, holidays, etc. Two sets of officers in the advisory groups and two student councils will thus be found the third year, one set in each semester. The principal may act as chairman of the student council. The student council should carry some worthwhile project to a successful close this year, under guidance of the principal. This will inspire respect. The student council work may be done through committees, such as assembly committees in charge of assembly; hall committee in charge of hall discipline and lockers; yell committee in charge of mass meetings; finance committee in charge of raising funds for all school activities, etc.

7. *Have Pupils Elect a School President.*—During the fourth year the students may be given an opportunity to elect a school president. He may be nominated by the student council and elected by the pupils at large or some other suitable plan may be used. Give the candidates an opportunity to appear in assembly and express their views on school policies. After election the school president will act as chairman of the student council. He will also represent the school in business associations and other city associations, such as commercial clubs, etc. The term of office for all officers for the fourth year may be well extended to one year. It is essentially important that the pupils *actually* possess powers given to them. If the student council is in charge of assembly, let it be in complete charge. This work may be taken care of through an assembly committee. This assembly committee may arrange assembly programs, appoint seniors in charge, and maintain discipline. The principal or superintendent will under no conditions interfere with the operation of such an assembly committee. If these men have an assembly program which they would like to have presented, let them obtain permission from the assembly committee. A principal or superintendent who has not the leadership necessary to ask permission and get it is of course a very poor educator for the purpose of developing leadership. We all know of systems having some form of student government where the pupils are told that they have control, but where the principal and superintendent are continually interfering and thrusting the pupils aside. Such a spirit will guarantee failure for any student participation plan.

8. *Miscellaneous Associated Student Participation-Projects and Suggestions.*—It may be well to mention that paper work, annuals, etc., should actually be in the hands of the students. It is folly for schools to call such a project a student project and then have the students constantly hampered by faculty advisers who in many cases do most of the work. If you desire a school paper, pupils should first be trained to edit the paper, trained to realize what is proper to put in a paper, trained to raise money to conduct a paper. Use all the faculty advice you need to train the pupils to do this, but when the pupils are trained let them conduct the project in their own way. If the project proves a failure because of lack of faculty censorship, etc., the faculty has failed in its duty of training the pupils, and the procedure should be carried through once more. If the pupils realize that assembly, paper, annual, depend upon their ability to recognize what is right and to do what is proper, the pupils will do what we expect of them.

In order to teach responsibility and respect for authority it is advisable to have class organizations such as freshman, sophomore, junior and senior conducted by a small representative council. This will not only provide the least interference with school work but also teach the students respect for constituted authority.

In all student organizations the principal should act as executive. Have the pupils understand that the principal is the executive for any group whether they be teacher, junior council, senior council, assembly committee, etc. Let them make their various rules, and if they need help, let them apply to the principal for help the same as a faculty member would. This has a great deal to do with removing prejudice found among pupils who interpret every bit of co-operation on the part of the pupils such as giving information, etc., as "tattling." Let the various pupil organizations draw up their own rules, provide their own punishment, but when punishment has been determined let them realize that an executive has been provided to help them enforce their own decisions.

9. *Add School Citizenship to Curriculum.*—The various projects such as parliamentary law, character analysis, etc., may be introduced in the freshman class curriculum, after the second or third year. Let the entire school work on the project the first few years, then have the project shifted to the freshman class. This will provide continuous training for all future school citizens.

Teacher Retirement Allowance

By A. E. WINSHIP

THE Teacher Retirement Allowance is a vital professional question, and the National Education Association has a committee of 187 members, with Miss Ruth Pyrtle of Lincoln, Nebraska,

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D-51-3 AT ALL DRUGGISTS

as chairman, dealing with this problem. The adoption of a sound teacher retirement system is in accordance with the best thought of today. Private industry recognizes a retirement plan as essential to the highest business efficiency. The National Industrial Conference Board lists two hundred forty-eight important commercial organizations which have retirement plans in effect.

The efficiency of workers in all types of public service is being increased by the introduction of retirement systems. A retirement system for Federal employees was established in 1920. There are approximately 400,000 employees subject to this retirement act, which covers the great mass of those in the service of the Federal government, representing practically all trades, professions, and other classes of work.

Civil service employees enjoy service, disability and survivors' pensions or corresponding insurance benefits in twelve European countries (Austria, Belgium, Czechoslovakia, Denmark, France, Germany, Great Britain, Italy, Netherlands, Norway, Sweden, and Switzerland).

The public in general contributes billions of dollars each year for protection for the future. The following states have teacher retirement systems effective throughout the state: Arizona, California, Connecticut, District of Columbia, Illinois, Indiana, Montana, Nevada, New Jersey, New York, North Dakota, Ohio, Maine, Maryland, Massachusetts, Michigan, Minnesota, Pennsylvania, Rhode Island, Vermont, Virginia, Washington, Wisconsin.

Delaware, Georgia, Kentucky, Louisiana and Nebraska have a state law which applies to certain cities only. The remaining twenty-one states have no retirement system enacted by the state legislatures, but nearly all of these states have permissive state laws authorizing local communities to establish teacher retirement systems.

To Improve College Teaching

By FRANK D. BOYNTON, President
Department of Superintendence

FIRST. By a thorough and comprehensive knowledge of the subject matter taught kept down to date. For this there is no substitute. Keeping up with new discoveries in one's line of work is just an exercise of intelligence, and is not to be confounded with "research," which is a seeking after knowledge never before known.

Second. By professional training, a thorough and comprehensive study of how to put the thing over. For this there is no substitute. It is just as essential for the would-be teacher to study the development of his job, and those who have been successful in bringing it to its present state of perfection, as it is for the lawyer, the architect, the physician or the minister. The day for the "trial and error" method of selecting teachers has passed. Teaching is the one profession where this method receives any encouragement. Industry and the crafts are turning to the schools for their supply of help, having very largely scrapped the "trial and error method," generally spoken of as the "apprentice system," as too wasteful to be continued in this age of progress.

Third. By supervised instruction. In advocating supervised instruction I am not advocating gumshoeing. Far from it. But I am advocating that the faculty of a given department, e.g., in mathematics, sit around the table and jointly select the textbook that is to be used in a given course; outline the work for the semester, and furnish every student taking the course with a copy of the outline, thus enabling him intelligently to lay out his work; jointly to set the questions for the "finals," and to agree in general upon the value of each such question set; to bring to the weekly conferences the problems inherent in the subject and individual student problems, and honestly seek to find a solution that the reason for the apparent failure of a given student should be ascertained and removed where the cause is within control; in other words, to apply the golden rule in the selection of students for college training and in all our treatment of students once admitted to the college and to our classes.

Fourth. By an agreement of full and associate professors that each will teach one or more divisions or sections of freshmen. I know where this is being done and have been assured by the professors that while they undertook this work with some misgivings that it is a real pleasure to teach these boys. It was my good fortune to sit in several of the classes at Purdue University recently and see full professors doing this work. The clearness of the instruction, the ease with which it was done, the professors' attitude of encouragement was such as comes only from those skilled in imparting information and stimulating the learner to a desire for further knowledge. I have never seen it better done.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Cardboard Makers

Good morning, girls and boys:

I am going to carry you miles from home this morning. I am going to take you on a mental journey far away to the tropical lands of South America. We are going to walk up a steep hill and stand beneath a curious-looking tree. I am going to point up to a branch high over head and you are going to see there a huge nest that a wasp has made for the care of its young and its own housing.

We are going to climb the tree and get a close view of this remarkable nest. Now, we are looking down upon it. The wasps are flying all about us as busy as only wasps can be. Notice how firm and smooth the yellowish paper is of which the globe-shaped nest is made! There! I have broken off a piece for you. You are surprised at the thickness of it. It is real cardboard. There can be no doubt about it. More than that, it is cardboard of such excellent make that the tropic rains pour from it without so much as raising its grain.

Once a great scientist took a piece of this heavy cardboard and showed it to a cardboard manufacturer. The man turned it over and over and examined it through a glass and tested it in every way he knew, and when he had finished, said: "This is excellent cardboard. It has been made by a man who knows his business. There is only one firm that I know that could make such good stuff." When he was told that that one firm was a wasp in tropical America he was very much surprised.

If you wish to imitate the wasp, take a small piece of wood in your mouth and chew it until it is very soft and fluffy; then roll it out thin with a lead pencil and let it dry in the sun.

Goodbye! Best wishes for a very useful day.

Your Uncle Jed.

The Elephant and the Monkey

There was once an elephant who grew tired of carrying his trunk. "Here I am," he said, "with only one finger with which to feed myself. Of course, my trunk is useful. I can tear up trees with it, or I can reach up high over my head to get green leaves, but, just the same, I am tired of carrying it around. I wish with all my heart I had one hand like that monkey over there who is tearing the skin from a banana."

Now it happened that the monkey was not pleased with his own paw. "Look at it," he said. "How weak and frail it is! I can hardly bend a little limb with it. True, it is useful. It has five fingers with which to grasp my food, and it is handy when it comes to hanging onto branches, but, just the same, I wish with all my heart that I had one finger as strong as the trunk of that old elephant."

Just at that moment a wishing fairy went by.

"What is this? What is that?" cried the fairy. "Well, well, let the monkey have the elephant's trunk, and let the elephant have the paw of the monkey. I venture to say in one hour they will be wishing they had never asked for a change."

Hardly were the words out of the mouth of the fairy, when the upper lip of the monkey grew into the long trunk of the elephant, and the right leg of the elephant shriveled up and became the paw of a monkey.

You can imagine what happened then. The poor monkey could only lie on a branch with his trunk hanging straight down, and the poor elephant could only limp around on three legs. What had been so useful to one was of no use to the other and both wailed and cried until the wishing fairy took pity on them and returned each to his own former shape.

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Fairy Cloth

As I came down through the field this morning the brown grass was covered with fairy cloth. At first I thought it was frost that glittered in bright strings between the dead tops of the sweet fern. Wherever I looked, the earth glittered and glistened with millions of silken threads. A moment's examination showed me that a fairy had been busy the night before, a thousand fairies, I mean, spinning and spinning the silk that went into the making of the fairy blanket that covered the earth.

I looked about. Not a fairy was to be seen. Where had all the little spinners gone and why had they spun a cloth so delicate that the first wind of the morning threatened to tear it into shreds? Of course, the fairy spinners were nothing but spiders, thousands of them that wished to go on a pleasure trip to parts unknown.

When a bird wishes to dart about through the air she fans her wings; when a man wishes to visit the clouds, he sets the propellor of his airplane whirling, but when our friends, the little spiders, wish to travel abroad, they go about making a magic carpet on which to sail exactly like the Genie in the old Arabian fairy tales.

I once watched one of these little fellows preparing to go sailing through the air. He crawled up to the top of a dead goldenrod stem and stood on his head; then he began to spin a long silken thread. This thread was so fine that it could scarcely be seen. It was so fine that it floated away on the breeze, whisking this way and that and tugging so fiercely to be free that the spider had to hold on hard to keep from being carried away before he were ready. At last the little fellow was satisfied that his single thread balloon was strong enough to give him a ride. He let go with his forelegs and sprang into the air. He was off! Away he went, head-down, but happy to travel a mile or so into new hunting grounds.

So now you know the meaning of fairy cloth. It is nothing more than the airy balloons of little spiders who have been out sky-riding under the stars. What a wonderful world, where creatures who lack the reason of man can invent means of going about that man, with all his wisdom, can not imitate!

The Window and Door Makers

I

Two humble workers once labored in the building of a beautiful church. One was the builder of the vast iron doors, into whose massive fronts was moulded life-like scenes from the life of the humble carpenter, and the other was the maker of fine glass windows, whose colors blazed into beauty at the rising sun, showering down to the eyes of the beholder scenes of such spiritual splendor that they seemed no part of the heavy walls that contained them.

Both toilers were men of deep understanding, and such lovers of beauty that they could not tolerate a line out of place, or a shadow too deep, or a color that did not melt into the color next to it.

One evening the two met in the courtyard of an inn where they had gone to rest. As they sat under a huge oak, the window maker smiled, and said to the door maker: "Brother, your doors are beautiful. I stood yesterday for an hour looking at the scenes you have moulded into the iron. I marveled at the cunning and skill of your chisel and the power of the mind that is behind your hands."

The door maker looked at the other without smiling and said: "I thank you for your praise. You are generous and

kind, but there is another matter that I would speak about. Has it ever occurred to you, my friend, that your art and mine are opposed to each other?"

"How can that be?" asked the window maker.

"In this way," answered the other. "Are not doors set in buildings to permit the entry of the chosen ones and keep out those who are not wanted?"

"Assuredly," agreed the other.

"Are they not made strong on that account, and fitted with massive hinges and mighty locks and given keys that weigh many pounds?"

"Assuredly, they are," said the other. "That is why your doors are beautiful. They seem built to the walls that enclose them. They uphold the towers and give dignity to the whole.

"Exactly," said the door maker, "and yet, of what use are they to guard the treasure within when your windows rise up on all sides, of glass so thin that lost birds, dashing through the night, have been known to shatter them?"

(To be continued)

The Window and Door Makers
II

"You trouble me with your question," said the window maker as he stroked his chin. "I do not know how to answer you. It is true that a stone in a baby's hand could break down the window that I raise;—nay, a wind out of the north could do it and yet—how dismal would the church be without the light that I let in; how lonesome and cheerless without the warm colors that fall from my stained panels to drape the backs of pews as with glorious shawls and lie in pools upon the hard floors and send a mist of angel wings whispering up and down the slanting pathways of the light where the sunbeams enter."

"I understand all that," said the door maker, "and yet my doors might as well be made of paper as of heavy iron, for the thief cares not whether he enters by door or window just so he enters."

While the two were talking the architect came by.

"Greeting, friend door maker," he cried. "The work of your hand is mighty. Where does the thief live who can burst one panel of the doors you have made? And, greetings, also, to you, friend window maker, whose windows are so full of light and sun and song that they seem bits of sky carved out and set in place along the walls. But come, now, why all these frowns and scowling brows? What is the argument? Have I failed you? Is there fault in the things that I have planned?"

"No fault," said the door maker, "except that while you praise me for the strength of my doors you praise him, also, for the very airiness of the windows that he builds. Does not the purpose of one defeat the purpose of the other?" The architect stood for a space, chin in hand, looking down upon the two. "My friends," he said at last, to the door maker, "because you build doors you think only of keeping out. Dark, indeed, does the church grow when the doors close, but this man who makes windows thinks only of letting in, and bright and glorious is the vault under the arches when the sun shines. Now what is the purpose of the church, my friend? Is it not the letting in of all good and beautiful things? Is the sinner driven forth? Is the outcast denied entrance? Come! Come! In every life as in every church there are doors and windows and each has its proper place, but of the two the windows are the more glorious since in some way they hold kinship to the skies. Through them the moon comes riding in her silver boat; the stars blossom; the clouds go flocking to new pastures and he who is within is thus never wholly separated from the mighty sun.

"Build strong your doors, O door maker; mould into the iron panels all your dreams; weld every hinge of heavy iron and set the bolts into the solid rock, but grudge not the window maker his kinship with the sky. Your strength is of the iron with which you build, but his is full of the spirit's power before which iron bends and stone crumbles and locks open and keys are of no avail."

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EDUCATION IN ACTION

Turkey Expects Much From New Alphabet

Turkey under President Kemal is putting over a new system of letters, altering the script in which its literature is written, and even the tenets of the Koran, by unexampled "main strength." It is using radio, 12,000 teachers, personal lessons by the President of the republic, threats of loss of office to 1,000 government employes unless they show proficiency in two months, and will suppress newspapers that do not abandon by December 1, in favor of Roman, the difficult Arabic type that their readers spent years in learning. "The Ottoman language died with the Ottoman empire," broadcasts the government radio. "Its Arabic characters prevent our language from developing independence. It was by historic accident that we ever adopted them. We have struggled against them, and our language and literature have lost force in the struggle. They are unfitted for the needs of expression in modern civilization. Wherever technical terms are used—in banking, commerce, science, modern philosophy, psychology, medicine—new characters are a necessity."

Study Incentive Sought by Colleges

Development of an educational system which will stimulate greater voluntary effort on the part of the individual student is the goal toward which all American colleges are working, according to Dr. A. Lawrence Lowell, president of Harvard University. "The real thing which we want to develop," he said, "is not knowledge, but resourcefulness. Knowledge vanishes but wisdom remains, and wisdom is the perception of relative values. All colleges of the United States are aware that there is too little energy voluntarily placed in their work by the students. We think the 'product' of our colleges is getting better, but we need the help of the parents in order to make a good 'product.' It is not sufficient for them to be satisfied to have their children 'scrape through' a university, but they should be stimulated to go to college determined to get an education."

Education Outlay Above Two Billions

The total expenditures for public education in the United States in the past eighteen years have increased 230 per cent., and the end of this upward scale is not in sight, declared Professor George D. Strayer of Teachers' College, Columbia University, an authority on the financing of education. He said that while the need for educational expansion continued to be urgent, the rapidly increasing wealth of the country proved that education was a highly profitable investment. Pointing out that governmental expenditures have been rapidly increasing during the past twenty years, Professor Strayer said that "in no case is this increased expenditure more apparent than in the field of education. In 1910 the total expenditure for public education in the United States was approximately $500,000,000, and in 1926 we spent for the same purpose approximately $2,000,000,000."

University at Cairo Will Be Modernized

El Azhar, the thousand-year-old University of Cairo, once the fount of Islamic learning and in latter days the hotbed of political intrigue against the British authorities in Egypt, is to be modernized. This was decided upon at a great meeting convened by the Grand Sheikh of the University, Mustapha El Maraghi, at which he submitted proposals of reform, which were unanimously accepted. The aim is to transform the institution from a medieval Islamic religious school into a modern university, after European models. The university will be placed under the control of the Ministry of Education, like other government schools. Future students shall receive a thorough grounding in modern science, as well as in religion. Entrants will be obliged to pass an examination when between twelve and fifteen years of age, show proficiency in elementary subjects and know half the Koran by heart. There will be a primary course of four years, a secondary of five, and a higher of four, with specialization for two years in certain subjects, including the Arabic language and Islamic religion.

Student Rebels Lock Up Professors

A group of students of the National University of Cordoba, the oldest university in Argentina, mutinied recently against the faculty's new regulations and took possession of the school. Dr. Luis G. Posse, rector of the university, was locked in one of the buildings, and several professors and students who supported the regulations were held prisoners. Police were summoned to quell the disturbance, but refused to intervene as a result of the question of their jurisdiction over the property of the school.

Shorter Course For Business Student

The four-year college course is too long for the student who is not planning a classical or professional future and a course of two years would be better for the average business man who should not bind up in his studies four years of his life, declared President Cousens of Tufts College. In the case of a man who plans to enter professional life, he said, the student should study for four years, but the future of the average man of this era has created a demand for a junior college to fit him in a short time for his life work in practical business.

Too Many Applicants At U. S. Air Schools

The rapid progress of the United States in taking to the air was described by Clarence M. Young, director of Aeronautics for the Commerce Department, in his annual report. The government has found its burden of licensing pilots and airplanes tripled in the last twelve months, and pilots in commercial service flew at least 30,000,000 miles during the year. "By June 30, 1928, applications had been received for more than 5,500 pilots, 5,000 mechanics and over 4,700 airplanes," Director Young said. In addition 4,000 applications for student permits have been filed. "Instruction of students in particular has increased at an astonishing rate in the last twelve months. In spite of the additions to the number of flying schools, which now total 320, the industry has been unable to take care of the huge number of prospective pilots who have applied for training."

Soviet Schools Liquidating Illiteracy

Characterizing the Soviet Russian school system as one of the most progressive in the world and one of the finest, Miss Fola LaFollette, daughter of the late Senator LaFollette of Wisconsin, and in private life, Mrs. George Middleton, commenting on her recent visit to educational centres of Russia, predicted a great future for that country. Miss LaFollette, one of the educational directors at the City and Country School in New York City, went abroad to study Russian conditions in company with twenty-five other teachers, under the direction of

Professor John Dewey of Columbia University. "It is only an experiment," she said, telling of the school system there under governmental control, "but the world should wait and watch and encourage, for in ten years there may be a new and different generation. The attitude of the Russian people is astonishing," she said, "for they are exuberant, energetic and willing to learn." "The liquidation of illiteracy," she added, "is really remarkable."

Rural High Schools Outnumber Urban

In the United States there are a greater number of high schools in the country than in the city. Those in the cities, however, are larger and their numerical total of attendance is greater than that of those in the country schools. As a matter of fact country youth has less opportunity to continue at his books through secondary stages of education than has the city youth. The facts are compiled by the Bureau of Education. It states that there are today in the United States 21,700 high schools. Reports have been received from 17,711 of these, of which 3,960 or 22.4 per cent. are urban high schools; that is, they are located in centres of 2,500 or more population; 13,751 or 77.6 per cent. are rural—located in centres of 2,500 or less population. The rural schools enroll 1,079,086 students while city high schools enroll 2,662,364.

Business Men Queried on Success

A comprehensive survey and inquiry into the social and economic background and origins of the chief business leaders in America at present has just been undertaken by the department of economics at Harvard University. The work will be handled by Professor Frank W. Taussig and C. S. Joslyn, both members of the economics department, and will include a survey of about 15,000 leading business men throughout the country. Questionnaires are being sent out to these men calling for specific information concerning the social classes from which business leaders are recruited, the extent of their education and training, and the circumstances surrounding the early stages of their business careers. From the results of the inquiry the authors hope to be able to speak with greater authority than before on disputed questions as to the comparative opportunities for advancement in business according to members of the various social classes, and whether the tendency in modern business is toward a wider diffusion or a closer restriction of such opportunities.

Better School Move Gaining in Virginia

According to the report of the rural supervisor of Virginia elementary schools, 1,077 elementary schools met requirements as laid down by the state board of education during the session of 1927-28. This was an increase over the previous year of 161 schools. Three hundred and forty-four rural high schools also marked increase in elementary departments, running the figures of higher requirements to 1,421 in the counties of the state, with 159,384 pupils enrolled in rural schools given an opportunity to attend the full nine-month terms with well-trained teachers under the highest requirements.

Canadian Report On Language Teaching

The Canadian Committee on Modern Languages, with the aid of the Carnegie Corporation, has issued a report on the problem of modern language teaching in Canada. The language, other than English, chiefly taught in Canada is French. Spanish, German and Italian are also offered. Among the recommendations which the committee have made are the following: Research and experimental work should be encouraged especially in teachers' training colleges. It is suggested that a modern language journal should be established to keep teachers abreast of progress. Modern language libraries, it is suggested, should be created in secondary schools, to contain, besides reference books, at least one current periodical for each language, and a selection of interesting books which will encourage pupils to read for themselves. In the matter of curriculum it is recommended that there should be a transfer of emphasis from grammar to reading. Written examinations, it is stated, have become a fetish in the Canadian educational system, and in modern languages encourage excessively the grammar translation method.

Stenographers Report Classroom Lessons

Stenographic reports were made of a series of lesons for elementary grades prepared under the supervision of the efficiency committee of the central division of the Illinois State Teachers Association during the year 1925 to 1927. The lessons illustrate the teaching of reading, geography, nature study, language, and arithmetic. The reporting was done by expert stenographers, and precautions were taken to prevent retouching the lessons. The lessons were thus reproduced verbatim as they were given in the classroom; they were published in pamphlet form afterward.

Four-Year Cycle For Costa Rican Schools

A plan for rotation of grades in rural schools has been inaugurated in Costa Rica, by executive decree, in the effort to give the advantages of at least fourth-grade education to all people in rural sections of the country. To schools having at present three grades a fourth grade will be added. In schools which have now only two grades, first-grade work will be discontinued next year and second and third grade instruction given; the following year, third and fourth grade; and the year following, fourth and first grade work, completing the cycle of instruction in four years.

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ARTIFICIAL COTTON is now being grown in England and will be available next July for English cotton spinners at a fixed price of twelve cents a pound. This means a saving of eight cents on the present price of real cotton. Mill owners are enthusiastic over this new product. It can be treated by existing cotton machinery. Its yarn can be blended, like cotton, with silk, artificial silk or wool and it will take the most delicate dyes, absorbing a third less dye than real cotton requires.

SCIENTISTS working in the Harvard observatory have discovered that the centre of the universe is located in the constellation Sagittarius, according to an announcement by Professor Harlow Shepley. The earth is estimated to be about 47,000 light years in distance from this nucleus of the Milky Way.

RADICAL REFORMS in the labor laws of Mexico are contained in the measures to be submitted to the Mexican Congress. The progressive character of the laws is indicated by provisions prohibiting child labor, requiring that women as well as minors over sixteen doing the same work as men must be paid the same wages, that a woman shall no longer require her husband's consent to make a labor contract, that minors must present certificates that they have completed primary school or can read and write, and that women cannot be employed at night, except as domestics.

We HAVE LEARNED within the past half dozen years through studies in radio activity, said Dr. Robert A. Millikan, one of the world's greatest scientists, that this world of ours has in all probability been a going concern for more than a billion years, and that the human race can probably count on occupying it for another billion years.

LONG-CONTINUED movement of population from the farm to the city is still in progress, but at less rapid rate than in years gone by, according to the Federal Bureau of Agricultural Economics. The net movement was 604,000 persons from farms to cities for last year, against 1,020,000 in 1926 and 834,000 in the year preceding.

FEWER foreign-born and fewer Negroes, more people in the age group over fifty and fewer in the group under fifteen are some of the changes in the population that will appear in 1975, according to prophecies of the Scripps Foundation. The proportion of native whites is expected to increase from seventy-seven to eighty-five per cent., that of foreign whites will decline thirteen to six per cent., and that of Negroes from ten to nine per cent.

PRESIDENT-ELECT Hoover's Latin-American tour is epochal, revolutionary; a dramatic revelation of the fierce intensity back of the international conflict for promising foreign markets, a startling reminder that the great nations of the world today are competing industrial units. Within two years Great Britain has sent its popular Prince of Wales and Italy its crown prince into Latin-America on good-will tours, each attended by a retinue of sales promotion specialists.

AMERICAN CITIES are no longer content to trust to such circumstances as the birth within their boundaries of some famous personage to put them on the map. Practically all communities in the country of more than 5,000 inhabitants and many smaller ones are making some provision for systematic community promotion. The national annual bill for community advertising is estimated at some $6,000,000.

NATIONALIST Government of China has named Henry Ford, Jeremiah W. Jenks, Owen D. Young, Robert N. Harper, and Edwin R. A. Seligman to act as "honorary economic advisers." Like many other nations throughout the world China turns to American financial and industrial leaders for help and advice to place the government on a firm foundation. Dr. Edwin W. Kemmerer of Princeton University has been engaged to reform the currency, taxation system and banking.

RUMBLINGS of revolution are shaking the foundation of Red Russia, dispatches from Moscow seem to disclose. It is an admitted fact, it was asserted, that a Separatist revolt is impending in the Ukraine, and a coalition of frontier states has determined to break away from the domination of the Kremlin. The second menace is has been sweeping across Russia from the peasant revolt. which for weeks the Baltic to the Bering Straits.

The BOOK TABLE

COLLEGE HANDBOOK OF COMPOSITION. By Edwin C. Woolley, Ph. D., and Franklin W. Scott, Ph.D. Cloth. 396 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is a thoroughly modern college text to create a desire to know how to write correctly naturally rather than artificially. There is vast difference between forced and stilted correctness and an easy, graceful way which gives the impression that the writer could not write otherwise.

Indeed, the whole attitude of the book is to have one learn how to write, rather than as in ye olden time the purpose was to teach how not to write. Everything here is a spirit of helpfulness, is inspirational.

LITTLE WORLD-CHILDREN. By Elizabeth Ellis Scantlebury. Illustrated by Hildegard Woodward. Cloth. 126 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is a well-nigh habit to have children in school think about children in other countries, their homes, their play, their school, and a variety of things characteristic of child life in other countries. This book is especially interesting to American little boys and girls because of the colored pictures of children in other countries, and the facts about the life of other children are presented in delightful story form which interests all children all the time, and in a natural way the life of American children is used to emphasize, by contrast, the life of other children.

THE BLUE BOOK OF FAVORITE SONGS, THE GOLDEN BOOK OF FAVORITE SONGS AND THE GRAY BOOK OF FAVORITE SONGS. Combined With a Supplement. Compilers, John W. Beattie, William Breach, Mabel Glenn, Walter Goodell, Edgar Gordon, Norman H. Hall, Ernest G. Hesser and E. Jane Wisenall. Cloth. 254 pages. Chicago: Hall and McCreary Company.

There is an insatiable demand for "Favorite Songs," and Hall and McCreary Company do well to group in one volume their popular books of "Favorite Songs" with a supplement of "Spirituals." It was an inspiration to secure the co-operation of nine highly specialized leaders in community singing as well as in school assembly singing in selecting nearly five hundred "Favorite Songs."

A CHILD'S FIRST BOOK IN READING. By Margaret J. McElroy. Cloth. 31 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This charming book for little children to read builds every lesson around a colored picture which will be attractive to any child and about which he will read easily with expression.

A BOOK OF NONSENSE. Verse, Prose and Pictures. By Edward Lear, Lewis Carroll and others. Collected by Ernest Rhys. Cloth. 240 pages. New York: E. P. Dutton and Company.

The book atmosphere for children is full of various collections of mirth-provoking rhymes and jingles collected from sources of merriment of several generations, but this group of nonsense has no rival when it comes to using twentieth century art in illustrating the nonsense of other centuries. There are 120 bits of genuine nonsense, and 230 irresistible caricaturistic illustrations.

One of the most popular community songs is: "Smile, Smile, Smile," and we know of no book that creates more smiles than this "A Book of Nonsense."

THE LYRIC SOUTH. An Anthology of Recent Poetry from the South. Edited by Addison Hibbard, Dean of the College of Liberal Arts, University of North Carolina. Cloth. 279 pages. New York: The Macmillan Company.

We have spoken of Southern achievements, but we have not realized that recently poets of the South have produced several volumes of verse, among them Caroline Giltinan's "The Divine Image"; John Richard Moreland's "Red Poppies in the Wheat"; Virginia McCormick's "Voices of the Wind"; Cotton Noe's "Tip Sams of Kentucky," and Mary Brent Whiteside's "The Eternal Quest."

Now the University of North Carolina produces this "Anthology of Recent Verse," with 170 poems by fifteen women and fifteen men. Five of the writers were born in Kentucky, four in South Carolina, three in Tennessee, two each in Virginia and Michigan, and one each in Florida, Georgia, Mississippi, Arkansas, Oklahoma, Texas, Missouri, Maryland, Pennsylvania, New York City and Iowa. This makes twenty-one born in the South, Southwest and border states and nine in the North.

MAINE OF THE SEA AND PINES. By Nathan Haskell Dole and Irwin Leslie Gordon. Cloth. With Maps and Plates. 375 pages. Boston: L. C. Page and Company.

Maine has no rival with its 3,617 lakes, streams and rivers, with every known species of fresh-water fish and salt-water fowl, with its thirteen million acres of forests with howling wolves, singing birds and every variety of game and opportunities for adventure; with 2,480 miles of coast line every rod of which bids for seaside cottage.

No state has had its beauty and romance, its fascination and inspiration portrayed more delightfully than in this book in which Nathan Haskell Dole and Irwin Leslie Gordon blend their literary art in the production of this masterpiece.

Books Received

"American History WorkBook." Part Two. By M. C. Bishop and E. K. Robinson. Boston: Ginn and Company.

"Objective Tests." By J. S. Orleans and Glen A. Sealy. Yonkers, New York: World Book Company.

"Early Days in Ohio." By F. M. Everson and E. Power.—"English as Experience." By Henry Chester Tracy.—"The Child's Religion." By Pierre Bovet. New York: E. P. Dutton and Company.

"The Test and Study Speller." Books 1, 2 and 3. By Daniel Starch and G. A. Mirich. Newark, N. J.: Silver, Burdett and Company.

"The Dawn of American History." By William L. Nida.—"The Song of the Indian Ward." By John G. Neihardt.—Modern Readers' Series, "Selected Poems." By Edgar Allan Poe. —Modern Readers' Series, "Kenilworth." By Sir Walter Scott. New York: The Macmillan Company.

"A School Shakespeare." By R. Burton, G. S. Gordon and A. T. Onions. New York: American Branch, Oxford University Press.

"Minimum Essentials of French." By W. H. Shelton. New York: Prentice-Hall, Inc.

"The American School and University." New York: American School Publishing Company.

"Visual Instruction in Public Schools." By Anna V. Dorris.—"Wags and Woofie." By Aldridge and McKee. Boston: Ginn and Company.

"The Child-Centred School." By Harold Rugg and Ann Shumaker.—"The New World." By Isaiah Bowman, Ph.D. Yonkers-on-Hudson, New York: World Book Company

"The Psychology of the Adolescent." By Leta S. Hollingworth. New York, N. Y.: D. Appleton and Company.

"Minimum Essentials of French." By Whitford H. Shelton. New York: Prentice-Hall, Inc.

"Modern German Stories." By Allen W. Porterfield. Boston, Mass.: D. C. Heath and Company.

"Creative Music in the Home." By Satis N. Coleman. Valparaiso, Indiana: Lewis E. Myers and Company.

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Safety First

Little Joe—"Pa, what is preparedness?"

Big Joe—"Preparedness, my son, is the act of wearing spectacles to breakfast when you know that you are going to have grapefruit."

Modern Version

A certain bishop once said to a little girl: "Ethel, you seem to be a bright little girl. Can you repeat a verse from the Bible?"

"I'll say I can," replied Ethel.

"Very well, my dear," answered the bishop, "which one is it?"

"The Lord is my shepherd—I should worry!"

The Meanest Woman

The record in meanness is well established by the lady who called at the local shop in a country village in England and gave a small—very small—order for goods, including a ha'p'orth of cat's meat. The shopkeeper was muttering angry words to himself half an hour later as he made up the order, when a flurried and breathless maid servant dashed into the place. "H-h-have you sent off Mrs. Grableight's things yet?" she gasped.

"Just doin' 'em," snapped the grocer, as he struggled with a sea of parcels.

"Oh, thank goodness!" gasped the girl. "Then don't send the cat's meat. The cat's just caught a sparrow."—Outlook.

A Good Judge

Bottle Merchant—"Any beer bottles, mum?"

Lady of the House—"Do I look as if I drink beer?"

Bottle Merchant— "Any vinegar bottles, mum?"

Personal Effects

One—"Did you hear about the traveling salesman who died?"

Two—"No, shoot."

One—"Left an estate of 500 towels and a hotel key."

Still Early

Indignant Parent (6 a. m.)—"Young man, what do you mean by bringing my daughter in at this hour?"

Flaming Youth—"Well, I gotta be at work at 7."—Ranger.

Back

"What is your brother in college?"

"A halfback."

"I mean in studies."

"Oh, in studies he's away back."

No Friend of His

Usher (to cold, dignified lady)—"Are you a friend of the groom?"

The Lady—"No, indeed! I am the bride's mother."

Discovered More Easily

"My dear," remarked Jones, who had just finished reading a book on "The Wonders of Nature," "nature is marvelous! When I read a book like this it makes me think how puerile, how insignificant is man."

"Huh!" said his wife. "A woman doesn't have to wade through four hundred pages to discover that."—Good Hardware.

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JOURNAL MAIL BAG

Overloading the Curricula

Editor, Journal of Education:—

A superintendent of public instruction in a western state is quoted as not long ago having said:—

"The fundamental subjects, such as algebra in the high schools and reading, spelling and arithmetic in the grades, are not effectively taught."

A business executive in Boston who has a corps of over two hundred clerical workers in his offices, recently told me that he was amazed at the ignorance of many of the high school graduates who came to him for office positions. To use this business executive's own words:—

"Too often I find that these applicants are practically useless for the work they are expected to undertake. Although high school graduates I find that in too many instances where instruction in fundamentals has been neglected, or is imperfect, these young men and young women are unable to spell or read decently with any degree of accuracy, and in cases to do even the simplest problems in arithmetic without hesitation and without making a lot of nonsensical bulls."

What is the cause for this situation of which the Boston business executive complains? Is it because the school program or curricula is overloaded? Is it because the schools are trying to instruct in too many branches or in things that are more or less in the nature of "fads"?

An editorial writer on a paper in the Middle West, the Kokomo, Indiana, Dispatch, makes the following instructive contribution to the discussion raised by the crowding out of our schools of what are known as the "fundamentals" or the giving of too little attention to the fundamentals that are in vogue:—

"We submit that it is not surprising that the fundamental subjects are not effectively taught in a public school system where teachers and pupils spend so much time in work that is wholly without the established curricula and is forced on them by exploiters and intruders. It is really remarkable that the schools do succeed, in spite of interference, in giving the child any training in the fundamentals. There are two possible methods of dealing with this situation. One is to lengthen the school hours and school term in order that time may be found in the schoolroom for both fundamental and extraneous teaching. This may be accomplished within limits at increased cost to the taxpayers and severe mental and physical strain for the child. There are indications that it has heretofore been attempted in some of the schools. The other method is simply to close the school doors on every kind of exploitation, professional or commercial, and give over the time of the students and teachers to the fundamental subjects which have been found to require more attention than they are at the present time receiving."

A nationally known writer recently said that "There is altogether too much meddling with our schools by faddists—and also by people whose motives are far from being always disinterested."

Our school superintendents and teachers are well aware that the majority of the parents of their young charges earnestly desire that their boys and girls shall receive practical instruction in those subjects they will be called upon to use when they step out into the world to make their living. This is a perfectly reasonable expectation, and every school superintendent and teacher will earnestly agree with it. But one thing is very certain and that is that any of the shortcomings of the curricula cannot be directly laid at the door of the teaching profession. Our teachers are doing the very best they can and where their curriculas are "top heavy" it is not their fault but rather should the criticism be aimed at the "faddists" outside the public schools.

Eugene Bertram Willard.
Chelsea, Mass.

An Interesting Experiment

Editor, Journal of Education:—

A somewhat interesting experiment was carried out by us here at Warwick High School, which may be of interest to some of your subscribers.

It was as follows: On a certain selected day, after previous invitation, the total membership of all eighth graders in the Warwick school system was invited to attend a regular session of the High School. Arrangements were made and carried out for groups of pupils in the different curricula to take as guests to their various recitations certain members of the eighth grade who were or might be interested in subjects of that nature. Also certain guides saw to it that our visitors who were interested in the work pertaining to the Agricultural Department, Physical Training Department and Domestic Science Department were allowed ample opportunity to visit the same and observe them in operation.

In like manner we had pledged beforehand enough individual students to act as host to some eighth grade visitor during one of the two lunch periods in the cafeteria.

The whole day passed very success-

fully, and we received much commendation from the various schools from which our young visitors came. The whole proceeding was, of course, an idea to bridge the gap between the grades and secondary school work. We feel that in its purpose we may consider it very successful as it resulted in a very high per cent. of enrollment as compared with that of previous years.

Respectfully,
R. E. Pomeroy.

Apponaug, R. I.

The World of School Publications

The Columbia Scholastic Press Association, an international organization for the advancement of school publications, will hold its fifth annual contest at Columbia University, New York City, March 8 and 9, 1929. No entries for this contest will be accepted after February 2.

Some leading journalistic and literary authorities, some experts on make-up, some competent faculty advisers, and hundreds of enthusiastic student editors will be there.

The United States, England, Hawaii, Alaska, the Canal Zone, Porto Rico, and the Philippine Islands will be the range of competition.

For additional information write Joseph M. Murphy, Columbia University, New York City.

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